

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center 2016 MAR 29 PM 12:35 </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Socorro Independent School District	071909		
Vendor ID #	ESC Region #	DUNS #	
1746029385	19	012653853	
Mailing address	City	State	ZIP Code
12440 Rojas Dr.	El Paso	TX	79928

Primary Contact

First name	M.I.	Last name	Title
Alisa	C	Zapata-Farmer	Chief Academic Officer
Telephone #	Email address		FAX #
915-937-0305	afarme@sisd.net		915-851-7517

Secondary Contact

First name	M.I.	Last name	Title
Ann	H	Darnell	Grant Writer
Telephone #	Email address		FAX #
915-937-4301	adarnell@sisd.net		915-851-7517

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jose		Espinoza	Superintendent of Schools
Telephone #	Email address		FAX #
915-937-0013	Jespin01@sisd.net		915-851-7572
Signature (blue ink preferred)			Date signed

Jose Espinoza

Only the legally responsible party may sign this application.

701-16-102-075

Schedule #1—General Information (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 071909

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 071909			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Socorro Independent School District (SISD) recognizes the benefits of creating community learning centers that provide academic enrichment opportunities for children and their families and understands the need of providing continuous programming to our large, economically disadvantaged minority community. A year round program that targets not only students, but their families too, is critical to closing the gap and reversing long time trends of limited educational attainment in El Paso. El Paso, Texas is the largest metro area on the U.S./Mexican border at the furthest western tip of Texas. SISD serves over 45,300 students with nearly 2,400 teachers in 48 schools in El Paso County. Our SISD children live in the cities of Socorro (2013 per capita income for the city was \$11,434) and El Paso (2013 per capita income for Hispanics was \$16,947). District-wide, our students are primarily minority (94.7 percent), economically disadvantaged (72.2 percent), and limited English proficient (20.1 percent). Infusing resources for ten of our underserved campuses will allow SISD to reach a far larger population with necessary resources and help us achieve our mission to optimize our students' academic, artistic, athletic, and interpersonal skills.

By providing extended opportunities for academic enrichment, including tutorial services, offering students a broad array of additional services and programs, and offering families of students served by the community learning centers opportunities for literacy, technology, and related educational development, we can break the cycle of under-attainment by leveling the educational playing field. Our students will gain a personalized learning experience by providing them with resources they normally wouldn't have such as access to computers, the internet, and digital learning. Online work will be blended with intensive instructional support, so students can further interact with teachers to meet core curriculum standards.

Parents will receive training through Family and Parental Support Services to assist them in becoming valuable Partners in Education, so their children will obtain the support they need both at school and at home. Parents will be armed with resources in order to understand and contribute to their children's education as they become knowledgeable with current educational technology. Our Community Education department will offer a variety of GED, adult literacy and college and career awareness at each ACE center.

Our career curriculum will provide a career pathway discovery culminating in trips to our SISD high schools where high school students will present their chosen pathway. College and career excursions will be held on Saturdays, intersession breaks, and summer school for both students and parents.

Expanded and enhanced learning activities will be provided to an additional 8,000 students with an enriching, engaging learning experience. Socorro ISD will partner with the Ingenuity Center (IC) at the University of Texas at Tyler, a Cycle 7 and 8 Texas ACE grantee, for technical assistance in the implementation, recruitment of students and family, and evaluation. The partnership with IC will provide SISD with a unique approach to ACE after school programming focused on improving achievement and student "soft skills" while promoting post-secondary education with a focus on career pathways as outlined in House Bill 5.

Our budget and our needs assessment was developed in collaboration with principals, board members, community members and district personnel to allocate funding to ten campuses: Col. John O Ensor Middle, Salvador Sanchez Middle, Montwood Middle, Ssg. Manuel R Puentes Middle, Spec. Rafael Hernando Middle, William D. Slider Middle, H.D. Hilley Elementary, Sgt. Roberto Ituarte Elementary, Horizon Heights Elementary, and Elfida Chavez Elementary. Funding primarily supports program staff, contractual services, technology, educational field trips, college and career excursions, and materials and supplies.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The demographics of our targeted campuses reflect our district demographics which includes students who are first generation English Language Learners, low socio economic, and transitioning military students. The ten selected campuses identified for 21st CCLC funding consist of over 8,000 students with over 70% (n=5,777) qualifying as economically disadvantaged, and 42.2% coded At-Risk. 7,726 are Hispanic or African American. A telling number in determining after school programming for students and their parents is the number of ELL students (1,787) at the ten selected schools. Based on this number and the 72.6% who speak another language at home (primarily Spanish in El Paso, Texas), English Language Arts (ELA) and Parent Literacy are an obvious focus of academic enrichment and aligns with our Strategic Directive 4: Home, School, Community Partnerships. SISD's process to identify needs and appropriately align strategies and resources is based on conducting a community needs assessment and campus needs assessments following the recommendations of the Texas ACE Blueprint. We are planning to evaluate our programs once every nine weeks to analyze student academic data including attendance, grades, and behavioral data. Additionally, we will survey the stakeholders once each semester to ensure that we are reaching all of our program goals and collaborate with our external evaluator to provide a formative assessment of all all program strategies.

The Project Director, Family Engagement Specialist, and Site Coordinators will make up the management team, along with senior district-level administrators. In managing the grant, they will utilize both internal assessment and external evaluation for progress monitoring. The ACE team will join the School Improvement Team (SIT), an advisory team consisting of campus leaders, parents, and community members, that meets monthly to review data and identify progress for their campus. The Site Coordinators will be part of campus decision making, to further inform the decisions of the project. Our Community Advisory Council will also participate in an advisory capacity to support the goals of the grant.

We will triangulate evaluation resources. As a new grantee, we will rely on the expertise of our partner, the Ingenuity Center at UT Tyler, to advise us on data collection and problem correction processes. We will also utilize the recommended processes outlined in the Texas ACE Blueprint. Our third resource will be our internal Research and Evaluation department, which is responsible for all district-wide student assessment data, and our Information Systems, who assist with grade marks analysis, attendance data, and behavioral data reports. Existing systems permit us to code and extract ACE program participant data, similar to other sub-populations that we currently monitor. All data will be provided to the external evaluator, including center schedules, activities calendars, surveys, TEA data, and logic models.

To summarize, our application for the Texas ACE program will tailor activities to the needs of participating students. In addition to the House Bill 5 career pathways, we also address key core subjects and skills. Literacy is one of the largest areas of need for students that will participate in the program. In addition to basic literacy, we also focus on expository writing, mathematics, and science skills to improve core subject areas. After school, students will begin with academic skills support, and the remaining program time will be spent on enrichment, development of social skills through various project based learning components to include STEM, fine arts, and multi-media technology.

Sustainability of the Texas ACE program is unanimously supported by our SISD Board of Trustees, as evidenced by our attached Letter of Support. Board members believe that out of school activities for students and parents are a crucial component to the academic success of our students. We must sustain this initiative in order to close the achievement gap for our most vulnerable students and families. Our goal is to make sure that 100 percent of our students are college and career ready with 21st century workforce skills when they graduate.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$858,239	\$63,326	\$921,565
Schedule #8	Professional and Contracted Services (6200)	6200	\$277,511	\$17,675	\$295,185
Schedule #9	Supplies and Materials (6300)	6300	\$273,500	\$2,500	\$276,000
Schedule #10	Other Operating Costs (6400)	6400	\$300,750	\$1,500	\$302,250
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,710,000	\$17,675	\$1,727,675
Percentage% indirect costs (see note):			N/A	\$72,325	\$72,325
Grand total of budgeted costs (add all entries in each column):			\$1,710,000	\$90,000	\$1,800,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,800,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 071909		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Academic/Instructional			
1	Teacher		\$
2	Educational aide		\$
3	Tutor		\$
Program Management and Administration			
4	Project director (required)	1	\$46,488
5	Site coordinator (required)	10	\$277,980
6	Family engagement specialist (required)	1	\$36,752
7	Secretary/administrative assistant		\$
8	Data entry clerk	1	\$5,945
9	Grant accountant/bookkeeper		\$
10	Evaluator/evaluation specialist		\$
Auxiliary			
11	Counselor		\$
12	Social worker		\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13	ESC specialist/consultant		\$
14	ESC coordinator/manager/supervisor		\$
15	ESC support staff		\$
16	ESC other		\$
17	ESC other		\$
18	ESC other		\$
Other Employee Positions			
19	Title		\$
20	Title		\$
21	Title		\$
22	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay	\$
24	6119	Professional staff extra-duty pay	\$300,000
25	6121	Support staff extra-duty pay	\$105,380
26	6140	Employee benefits	\$149,020
27	61XX	Tuition remission (IHEs only)	\$
28	Subtotal substitute, extra-duty, benefits costs		\$554,400
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$921,565

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 071909		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluation	\$17,675
2	Contractual	\$277,510
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$295,185
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$295,185

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 071909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$276,000
Grand total:		\$276,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 071909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$167,250
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$135,000
Grand total:		\$302,250

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 071909

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	218	2.7%	Attendance rate	96.8%
Hispanic	7,508	91.4%	Annual dropout rate (Gr 9-12)	DNA%
White	356	4.4%	Students taking the ACT and/or SAT	DNA%
Asian	105	1.3%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	5777	70.4%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	1787	21.8%	Students classified as "at risk" per Texas Education Code §29.081(d)	42.2%
Disciplinary placements	48	0.6%		

Comments

SISD's 21st CCLC grant will serve students in 10 elementary and middle school campuses who are lacking in extended day learning opportunities. Because no high schools are included, there is no data applicable for Gr 9-12 dropout, ACT or SAT categories. Six of our 21st CCLC selected schools are 6-8 grade middle schools. The 1647 8th grade students will be involved in TSI-prep activities and summer bridge programs.

The 10 selected SISD campuses also serves Native American students (27 at 0.28% of the population). 740 students (9%) are coded for special education services and 428 (5.2%) are coded as 504. These students will be included in recruitment efforts to attend out of school programming.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	15.5	3.5%	No degree	2	0.5%
Hispanic	374	84.5%	Bachelor's degree	318.5	71.8%
White	48.1	10.9%	Master's degree	118	26.6%
Asian	4.8	1.1%	Doctorate	5	1.1%
1-5 years exp.	60.1	13.6%	Avg. salary, 1-5 years exp.	\$47,351	N/A
6-10 years exp.	120.1	27.1%	Avg. salary, 6-10 years exp.	\$49,024	N/A
11-20 years exp.	163.5	36.9%	Avg. salary, 11-20 years exp.	\$52,459	N/A
Over 20 years exp.	57.3	12.9%	Avg. salary, over 20 years exp.	\$59,408	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	Total
Public	284	456	489	510	506	485	564	1541	1697	1647				8179
Open-enrollment charter school														
Public institution														
Private nonprofit														
Private for-profit														
TOTAL:														

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SISD's process to identify needs and appropriately align strategies and resources is based on conducting a community needs assessment and campus needs assessments following the recommendations of the Texas ACE Blueprint. Socorro ISD is located in El Paso County, a borderplex with a population of 833,487 as reported in the latest U.S. Census Bureau data (2014). 92.1% are Hispanic, 25.9% foreign born, 72.6% speak a language other than English at home, 20.8% hold a bachelor's degree or higher, and 30.7% of persons under age 65 have health insurance. Per capita income is \$18,705. The Bureau of Labor Statistics lists El Paso at about the midpoint, number 26, in their Unemployment Rates for the 50 Largest Cities. The Texas Workforce Commission County Narrative Report identified 20.8% (63,250 persons) government workers in a 2010 American Community Survey. Fort Bliss is the second largest Army installation, with over 3000 military-connected children attending SISD schools.

Campus needs assessments are based on TEA indicators, academic assessments, and existing/planned initiatives at each of our 48 campuses. All 48 SISD campuses qualify under Title I, necessitating an in-depth analysis that aligns with our strategic directives: 1) Safe and Supportive School Environment, 2) College and Career Readiness, 3) Highly Qualified, Effective Faculty and Staff, 4) Home, School, Community Partnerships, and 5) Accountability for ALL. Campus Improvement Plans and Campus Climate Surveys are combined with other indicators to identify out-of-school time programming needs to include our ELL, At-Risk, SPED, economically disadvantaged, and advanced academics student populations. As detailed on Schedule #12, the 10 selected campuses identified for 21st CCLC funding consist of over 8,000 students (approximately 45,300 in district), with over 70% (n=5,777) qualifying as economically disadvantaged, and 42.2% coded At-Risk. 7,726 are Hispanic or African American. A telling number in determining after school programming for students and their parents is the number of ELL students (1,787) at the 10 selected schools. Based on this number and the 72.6% who speak another language at home (primarily Spanish in El Paso, Texas), English Language Arts (ELA) and Parent Literacy are an obvious focus of academic enrichment and aligns with our Strategic Directive 4: Home, School, Community Partnerships.

Strategic Directive 2: College and Career Readiness, combined with a state and nationwide initiative to prepare students for the 21st century, isolates a serious need in our school district of increased technology – hardware, software, and curricular modification. While all of our schools have a computer lab, we are far from reaching our desired 1 to 1 initiative where every child has their own device (laptop, tablet, etc.) at our 10 schools identified for the 21st CCLC. Blended learning and project-based learning is a district-wide initiative. The 10 selected schools could greatly benefit from 21st CCLC funding that would allow us to purchase additional technology and PD, adding after school programming where we could implement this new curriculum. Coding will be an activity at all 21st CCLC after school programs. While half of our population is female, the University of Texas at El Paso (a regional university) enrollment in Computer Science is 23% female. Increased coding and early technology exposure for all students would be a welcomed preparation by our local community college and university. It would also be a strong attractor for students to attend extended day programming and allow us to exceed our projected regular student 21st CCLC attendance numbers.

Many of the aforementioned students currently have no after school activities, other than one or two day a week tutoring for one hour and one week of tutoring during each intersession (held in the fall and spring each year during our year-round schedule). An extensive academic enrichment program will enable us to achieve our goals, outlined in each school's Campus Improvement Plan (found on the school's website) and aligned to 21st CCLC objectives described in Part 2 below.

Our process used for prioritizing multiple needs is described in Statutory Requirement 7.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve academic performance identified by increasing core subject pass rates on the STAAR by 5 percent for all 10 Texas ACE sites to meet Campus Improvement Plan goals. Target English Language Learners, Special Education, military, and other At-Risk students who need additional resources and support systems beyond the regular school day.	Tutoring, thematic units with interactive activities, and programs for parents including GED and ESL will be implemented to provide support for the student and family. Technology will be utilized with robotics, coding, mental math and language acquisition. Software, such as web-based Rosetta Stone, LEGO We-Do Kits, and Study Island, and board games that support ELA, math, science, and social studies will be included. Culturally-relevant educational speakers and field trips will be offered.
2.	Increase Average Daily Attendance to 97.5 percent at each Texas ACE site.	School attendance during the school day will be required in order to participate in after school programming and to attend field trips. Texas ACE program administrators will make home visits when students are not attending. Monthly incentives, movie night, dance night, and other fun opportunities will also be offered.
3.	Improve promotion rates - While grade retention is relatively low during K-8, academic placements are at an average of xx for the present school year at the 10 future Texas ACE sites. We will reduce academic placements by 5 percent at each Texas ACE site by the 2017-2018 school year.	We believe this can be achieved through a combination of goal setting, self esteem and social skills improvement, and academic enrichment opportunities. Parenting life skills, college and career awareness, mentoring programs, and family counseling will be incorporated in out of school programming activities.
4.	Improve behavior as measured by a 5 percent reduction in student behavior referrals. Decrease in in school suspensions by xxx.	Behavior improvement strategies will focus on both the student and the student's family. Martial arts programs, like karate, are a proven character builder, providing higher self confidence and self esteem. Parents will be invited to parent life skills sessions and provided opportunities to volunteer, becoming part of their child's education. Monthly incentives such as field trips, movie and dance nights will be used to achieve this goal.
5.	A district-wide goal to decrease drop out rates by 4 percent has been implemented. An increase of college and career awareness and exposure is needed to improve graduation rates. One local 2-year community college, one university college, and one career excursion should be attended by all students annually.	Applied concepts will be implemented in Texas ACE program activities, including a college and career curriculum that culminates in field trips to high schools, where high school students present their chosen field of study, required coursework, and academic preparation. TSI preparation, time management skills, life skills, and field trips to colleges and businesses will also make our students and their families college and career ready.

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Schedule #14—Management Plan

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director is a full time (40 hours per week) position requiring experience in grant management, after school programming activities, student and family recruitment, and blended learning activities.
2.	Site Coordinator(s)	The Site Coordinators are full time (40 hours per week) bilingual positions requiring experience at the campus-level, knowledge of blended learning, and technology integration.
3.	Family Engagement Specialist	The Family Engagement Specialist is a full time (40 hours per week) bilingual position requiring experience working with families. This person will work closely with the Parent WIN Academy Specialist and the Community Education Dept. to engage families of ACE students.
4.	UT Tyler IC	The Ingenuity Center at UT Tyler will provide technical assistance for project implementation and PD, provide guidance to the ACE team, and sub-contract evaluation services. They will also recommend evidence-based research strategies.
5.	Data Entry Clerk	The Data Entry Clerk is a part time (19 hours per week) position who will assist the ACE Project Team with all required TX21st data collection and purchase requisitions.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Staffing, Contracting & Partnering	1. Hire Project Manager	08/01/2016	08/15/2016
		2. Hire Site Coordinators	08/01/2016	08/15/2016
		3. Hire Family Engagement Specialist	08/01/2016	08/15/2016
		4. Contract UT Tyler Ingenuity Center (IC) to Partner	08/01/2016	08/15/2016
		5. Hire tutors, clerk, and contracted program staff	09/01/2016	10/31/2016
2.	Training	1. Project kickoff, annual conference, regional training	09/01/2016	05/31/2017
		2. IC train project personnel in policies and procedures	08/01/2016	09/30/2016
		3. IC provide PD in out of school programming	09/01/2016	09/30/2016
		4. IC provide trainer of trainers PD	09/01/2016	09/30/2016
		5. Train tutors	08/01/2016	05/30/2017
3.	Enrollment	1. IC works with project team to enroll students in ACE	08/15/2016	09/15/2016
		2. Survey student and parent interests	09/01/2016	05/31/2017
		3. Develop offerings menu and site schedules	09/01/2016	05/31/2017
		4. Contract Community Education family literacy	09/01/2016	05/31/2017
		5. Plan and schedule college and career excursions	09/01/2016	05/31/2017
4.	Supplies & Materials	1. Order supplies and equipment for start up	08/01/2016	08/31/2016
		2. Sign contracts for external providers	08/01/2016	05/31/2017
		3. Maintain consumables	09/01/2016	08/31/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Evaluation & Assessment	1. Develop evaluation plan with external evaluator	09/01/2016	09/30/2016
		2. Modify existing system for attendance tracking	08/01/2016	08/30/2016
		3. Input TX21st data	09/01/2016	08/31/2017
		4. Meet with evaluator prior to annual report	09/01/2016	07/25/2017
		5. Coordinate reporting with PEIMS Administrator	09/01/2016	08/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus Improvement Plans, Climate Surveys, benchmarks, common assessments, predictive models, PEIMS data, STAAR data, and classroom walkthroughs are used to monitor the attainment of goals and objectives. Professional coaching is provided to teachers and immediate feedback is given after walkthroughs. Monthly leadership days are used to communicate progress and modifications to campus and district administration. Student/parent/teacher conferences, annual community nights in the fall at each feeder high school (bilingual), and Community Advisory Boards provide in-person communication. Social media, district and campus websites, the *El Paso Times*, the *Fort Bliss Bugle*, and other local print media provide written communication. Monthly live, interactive SISD broadcasts are recorded at El Paso Community College to reach our TV-viewing audience.

The Project Director, Family Engagement Specialist, and Site Coordinators will utilize both internal assessment and external evaluation for progress monitoring. The ACE team will join the School Improvement Team (SIT), an advisory team consisting of campus leaders, parents, and community members, that meets monthly to review data and identify progress for their campus. The Site Coordinators will be part of campus decision making, to further inform the decisions of the project.

The ACE Project Team will work with an SISD staff accountant assigned to the grant to continuously analyze the budget for improvements and cost efficiency. The Site Coordinators will maintain a campus budget to parallel the project overall budget. The Project Director will review project on a weekly basis, and confer with the Site Coordinators at weekly grant implementation meetings to be held on Fridays. During these meetings, attendance, student grades, discipline and parental involvement, as well as survey data will be the main topics of discussion.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We have designed a 21st CCLC program with sustainability being a major consideration in the planning stage. This is evidenced by the Letter of Support from our Board of Trustees, who have already begun examining how we can sustain program staffing after grant funding ends in five years. We have been most successful sustaining programs that utilize a trainer of trainers model. For this reason, we have decided to partner with the University of Texas at Tyler's Ingenuity Center (IC) for mentorship and professional development purposes. We will use paraprofessionals in the Site Coordinator positions who will be trained in policies and procedures, implementation, center oversight, and all phases of operation. The Project Director, Family Engagement Specialist, district accountants, directors of Community Education and College & Career Education, and WIN Parent Academy coordinator will all be provided as district resources to support the Site Coordinators. At the campus level, we have Parent Liaisons, CIS, counselors, SCEI coaches, and School Improvement Teams (that the Site Coordinator will become a part of), all advisory sources of support for the Site Coordinator.

As previously mentioned in this application, SISD also has a WIN Academy, Army-connected after school engagement activities, and other initiatives that require sustainability. For our Army connected program, soldiers volunteer to come to schools several days a week for after school tutoring. We also have Volunteers In Schools, Partners in Education, and other programs to assist us in our efforts to indefinitely sustain proven initiatives that improve our students' success. This is evidenced in the rise above state standards in all indicators two years in a row for SISD. Data driven analyses will continue to drive the sustainability of all efforts that engage our students and prepare them to achieve success in college and career during the 21st century.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	TX21st Internal Monitoring and Data Review	1.	Review TX21st Reports and Exports at weekly ACE Team meetings
		2.	Walkthroughs - Conduct regular Center and Activity Observations
		3.	Communicate best practices and problem solutions
2.	Texas ACE Blueprint Evaluation Guide	1.	Are the guiding questions answered affirmatively?
		2.	Are expected program outcomes being achieved?
		3.	Are data-driven decisions guiding program modification?
3.	Quantitative Assessment	1.	Conduct surveys by site
		2.	Analyze available TEA data
		3.	Analyze site data
4.	Qualitative Assessment	1.	Conduct student and parent focus groups by site
		2.	Conduct parent, teacher, student, administration, community interview
		3.	Synthesize results of all assessment data
5.	Logic Model	1.	Complete Center logic model draft at each site by October 2016
		2.	Provide logic model to project director and evaluator for review
		3.	Utilize logic model for formative assessment purposes

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will triangulate evaluation resources. As a new grantee, we will rely on the expertise of our partner, the Ingenuity Center at UT Tyler, to advise us on data collection and problem correction processes. We will also utilize the recommended processes outlined in the Texas ACE Blueprint. Our third resource will be our internal Research and Evaluation department, which is responsible for all district-wide student assessment data, and our Information Systems, who assist with grade marks analysis, attendance data, and behavioral data reports. Existing systems permit us to code and extract ACE program participant data, as we do for our WIN Academy students and other sub-populations.

Site Coordinators will be responsible for collecting all ACE program participants' data. An after school program funded through the Army for our campuses with large populations of military-connected secondary students, Army Youth Program in Your Neighborhood (AYPN), also requires daily attendance tracking. To facilitate this effort, SISD Information Technology department developed an application that ties into our Student Information System. This quick, easy-to-use tool will also be utilized on a daily basis at all sites to track ACE program participation. The Site Coordinator will be responsible for ensuring that all program participants enter their student ID number each day they participate in ACE activities.

A monthly schedule of activities by site will be collected by the Project Director. During weekly meetings with the ACE Team, both successful and problematic activities will be addressed, so that sites can learn from one another and implement new activities or corrective action, based on each other's experiences. Brainstorming will be a critical component at each meeting. Site Coordinators will be expected to communicate ACE meeting outcomes at their home campus at monthly SIT meetings, staff development, and departmental meetings.

All data will be provided to the external evaluator, including center schedules, activities calendars, surveys, TEA data, and logic models.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Four Component Guide found in the Texas ACE Blueprint will be used to identify activities based on the needs assessments at each center. The selected supplemental activities will be hands-on, engaging, and supportive of both remedial and accelerated learning. Activities will include, among others, coding, robotics, academic skill development, academic intervention, computer and technology literacy, engineering design and processing, mental math, science, cultural awareness, environmental awareness, college and career readiness, time management, music, art, culinary, clubs (such as chess, book, photography, etc.), intramural sports, debate, and unique physical/mental classes such as karate. In addition to these student activities, we will provide adult education activities including, but not limited to: Adult Literacy, technology in the 21st century, English as a Second Language, GED, citizenship, career pathways, transitions (between ESL and TSI-prep), and TSI-prep (for students and parents).

The summer activities will engage students in dynamic project-based learning activities and educational field trips exploring many El Paso hidden treasures. The summer projects will be designed to apply classroom learning in the real world, developing critical thinking and problem solving skills while studying real world problems such as border health issues (diabetes and infectious diseases), water conservation in a desert region (Tech2O Center and desalinization plant), and geological formations (Hueco Tanks State Park).

After school transportation will be provided, if necessary, to all students served by the 21st CCLC. It is expected that most students will be picked up by their parents. During the summer, district bus transportation will be available for to and from school, and for all field trips.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Socorro Independent School District website and each Texas ACE school website will disseminate information about its community learning center. Callouts from the automated telephone system, school marquees, social media (Facebook and Twitter), the district app, posters placed in heavy-traffic locations at the schools, and handouts will all complement the pre-registration process where parents will first learn about the Texas community learning center. Email distribution lists will be created from students enrolled in the program, and schedules and center information will be disseminated monthly.

Materials (verbal and written) will be in English and Spanish. They will detail elements of the Center such as: location, hours of operation, available activities, contact information and information on how community members and parents can participate as stakeholders and participants. The Family Engagement Specialist will collaborate with the CIS and Parent Liaison when hosting meetings at the school, at Community Advisory Council meetings, and at other local community meetings that will help disseminate information and garner support and participation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activities are expected to improve campus and student academic achievement by extending and expanding on the school day with supplemental out of school opportunities aligned with the current curriculum. Multiple activities will be offered across the four components of the Texas ACE Four-Component Activity Guide, as identified by the needs assessment, using research-based effective practices. Understanding not all children learn in the same traditional manner, options and opportunities not available during the regular school day will be offered in out of school programming. Student achievement data and individual, ongoing assessments will drive student and family support activities to provide each student with the necessary learning tools to be college and career ready. Professional development for teachers in technology, blended learning and project based learning will be provided through the Ingenuity Center (IC) from the University of Texas at Tyler and district instructional officers, among others. Center personnel will review student performance data and assessments and work with our partner (IC), who has experience developing out of school programming activities and has seen success in previous implementations. The IC believes that social development is strongly correlated with academic achievement and will develop a program for the whole student.

Family and Parental Support Services will be designed to engage family members in the students' learning process. The Family Engagement Specialist, along with the Site Coordinators, Community Education department, and WIN Parent Academy will coordinate services to include adult education classes that will improve parents' abilities to assist students with academic endeavors. Parent/child programming will enable parents and children to work together on activities in order to build the skills of helping students at home. College and Workforce Readiness skills training will be provided through our College and Career curriculum and excursions, developed initially for our WIN Academy campuses, to balance all four components to ensure student success.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Socorro ISD currently has multiple federal, state, and local programs that are continually being leveraged to maximize public resources. All Socorro ISD campuses are Title I funded. Review of the online school websites identifies district wide and campus-based initiatives at each school. To name a few, we are funded through the Department of Defense with Project SMART (a STEM 3 year grant), Project SPEED (a special education 4 year grant), the Army AYPYN program (an after school secondary level grant ending this summer), AVID (Advancement Via Individual Determination), WIN Academy for students and parents (10 campuses), Olweus anti-bullying, Watchdog Dads, VASP (Volunteer Afterschool Sports Program), Partners In Education, Adult Community Education, and CIS (Communities in Schools). We also have numerous community partners that assist us in both financial and advisory matters. Montwood High School is a T-STEM designated high school, with its own advisory board. Eastlake High School offers our computer coding and technology initiative, with its own advisory board. We also have early college high schools, IB, health, Libertas, and other targeted high schools, each with their own advisory boards. Members from the community sitting on the boards frequently include faculty from the University of Texas El Paso, El Paso Community College, Texas Tech Health Science Center (El Paso medical school campus), leaders from Fort Bliss Army installation, Rio Grande Council of Governments, and local businesses.

When selecting 10 campuses to be funded for the 21st CCLC grant, we selected based on need as identified by lack of existing out of school programming activities. District and campus leadership meet monthly to ensure we are coordinating programs and maximizing value. The Supplement, Not Supplant guideline is overseen by SISD's State and Federal Programs, which ensures that all programs are compliant and complementary. Our Financial Services accountants also coordinate with program directors to ensure funds are spent in accordance withing to grant specifications and guidelines.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- (1) The Research and Evaluation department at SISD analyzes student, teacher, and campus level data utilizing a variety of objective data sources. These data will be used to determine areas of need for academic enrichment, acceleration and remediation. Based on the existing data and known initiatives that have focused on reading and math, 21st CCLC activities and resources will add science, social studies, writing, coding, and technology literacy to Cycle 9 academic out of school programming activities. Site Coordinators, teachers, SCEI coaches, and campus administrators will use the districts' data software such as Eduphoria and the Student Information System to analyze performance data. Data will be disaggregated from numerous sources, including state STAAR tests, district benchmarking tests, curriculum common assessments, other district and teacher-developed assessments, and state AEIS data to include completion rates, attendance rates, drop-out rates, discipline data, and demographics. At a campus level, Campus Improvement Plans and Campus Climate Surveys will also be used. These measures will ensure that Center activities are planned and implemented to meet the most pressing needs of the students. Student interest surveys, parent interest surveys, focus groups, and interviews will be woven into program activity design.
- (2) SISD will partner with the Ingenuity Center at the University of Texas at Tyler, a Cycle 7 and Cycle 8 21st CCLC grantee. Many of the IC employees are also higher education faculty members, currently contributing to the body of knowledge of best practices and evidence-based research in education. These IC employees are experts in their field and stay abreast of the latest trends and innovations in education. The IC will provide staff development on best practices to the selected Socorro ISD Centers, leveraging their expertise not only in east Texas but the westernmost corner of Texas as well. The IC will also provide technical assistance to ensure that we effectively use the data analyses identified above in the design of the out of school program. We will also use the Texas ACE Blueprint and the Program Guidelines to guide all program development.
- (3) The collection of local data for continuous assessment and program evaluation will mirror that of the required fall, spring, summer, and annual progress reports required for grant funding. We will subcontract with IC's recommended evaluator, who also has experience evaluating 21st CCLC grants. Teachers and academic tutors will use the performance data discussed to identify areas of need as well as opportunities to build on student achievement. Activities incorporated into the Center's curriculum such as coding, robotics, engineering design challenges, and multi-media classes will foster student growth in areas of need, particularly science, technology, engineering, and mathematics (STEM) standards. Center activities will include opportunities for students to present their work, aligning with the cross-disciplinary standards of College and Career Readiness standards. This continuous assessment will provide the formative evaluation necessary to achieve all stated program outcomes.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Planning meetings with 10 selected SISD potential Texas ACE principals, our chief academic officer, assistant superintendents, and several district directors identified numerous existing and potential new partnerships that might be utilized or created for the 21st CCLC program at both the local and state level. Young Rembrandts (El Paso Art Museum), Tocando (El Paso Symphony), Texas Chihuahuas baseball, El Paso Police Department, El Paso Fire Department, El Paso Sheriffs Department, U.S. Customs and Border Patrol (Homeland Security – a major employer in El Paso), Federal Bureau of Investigations, ATF (Alcohol, Tobacco, and Firearms), Immigrations & Customs Enforcement, Kiwanas Club (a Teriffic Kids partner), Big Brothers Big Sisters, YWCA, YMCA, Tech20 Learning Center (El Paso Water Utilities) and Kay Bailey Hutchison Desalinization Plant (the largest inland desalinization plant in the world), Rio Grande Council of Governments, El Paso Zoo, non-profit organizations hosting local missions tours, Fort Bliss Army installation, Three Rivers Foundation (a current literacy partner), Wells Fargo bank, Fred Loya Insurance, Key Clubs, Junior League of El Paso, Exploratorium Museum, Boys and Girls Club, El Paso Childrens Hospital, University of Texas at El Paso, El Paso Community College, New Mexico State University (45 minute drive), Texas Tech Medical Center, El Paso branch, AVANCE, Hueco Tanks State Park, multiple SISD advisory boards, are all readily available resources that are currently or can potentially be tapped into with this after hours academic enrichment program. Each of these organizations has either a limited partnership at non-Texas ACE selected SISD schools, or is interested in partnering with SISD to expand educational opportunities. The Project Director, Family Engagement Specialist, and Site Coordinators can collaborate with these community-based organizations to contract education services and/or educational field trips, as identified from student and parent interest surveys. Thematic units based on themes such as cultural identity, finance and economics, border security, environmental conservation, border health issues, mentoring, sports, and STEM + C(coding) can be used to frame partnerships with these local resources.

The Ingenuity Center (IC) at UT Tyler has reached out to SISD with a MOU to partner with us for Cycle 9 of 21st CCLC. The IC has MOU's with other school districts and has been a successful Cycle 7 and Cycle 8 grantee, utilizing many of the same models (T-STEM Academy Blueprint, PBL and technology in teaching) that SISD is currently implementing. The MOU includes content coaching, professional development, technical assistance, and subcontracting of evaluation services with an experienced 21st CCLC external evaluator. As part of their current MOU's, IC staff serve on school design teams. The design team is similar to a board of directors that meets regularly to plan and develop programming for after-school programs. SISD would welcome the support and guidance of IC on our design team/Community Advisory Board. We will contract with IC to ensure that the professional development offered to our teachers and staff is aligned with the curricula of the out of school program and will increase our students' overall success. Additionally, they will work with us to analyze academic programming and provide technical assistance to our Texas ACE schools to ensure that SISD's Texas ACE offerings meet the needs of our students and provide clear pathways to post-secondary readiness.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data drives our decision making process at SISD. Because our student demographics for the district-at-large have high numbers of minority, at risk, ELL, and economically disadvantaged students, needs assessments of numerous measures are used to prioritize resource allocation. All SISD campuses qualify under Title 1, making the overriding question not where is the need, but where are additional resources most necessary. As a first time applicant for 21st CCLC, it was difficult to decide which 10 campuses were most in need of extended learning out of school opportunities. Ten campuses began receiving other extensive support this year (supports described in the Executive Summary) and six additional campuses are budgeted for the 2016-2017 year. Our eight high schools also have numerous resources to ensure college and career readiness. This allows us to focus on the remaining half in deciding which schools are most in need.

An analysis of existing school resources was used in identifying those schools most in need of additional supports. Once the ten schools most lacking in supports were identified, those campus principals were called together to identify their needs and request new resources, and identify how we might best supplement them through 21st CCLC funding. Schedule #16 Statutory Requirement 6 identifies many available community-based organizations in the El Paso area that can be tapped into when supporting the large population of children in need of extended and enhanced academic support.

SISD hosts an annual fall community meeting for each feeder pattern within the district where teachers, administrators, parents, students, business representatives, university and community college personnel, and school board members convene and review academic progress, needs, future goals and objectives. Advisory boards, with P-16 members and community-based organization members, along with the aforementioned stakeholders, also convene to evaluate the existing partnerships and community resources currently being utilized within the district. From the data gathered at these meetings, we realize we must support our students' parents also. This is confirmed with data gathered from the U.S. Census Bureau, Texas Workforce Commission, and other local data sources. With Spanish being the predominantly spoken language at home, both students and their families need additional resources to enable them to become college and career ready in the 21st century.

A separate planning meeting with principals selected for Cycle 9 Texas ACE identified available out-of-school time services for each respective campus. All campuses provide some school-supported tutoring. In addition, students in 7th and 8th grade have access to UIL activities. Several campuses have karate or other physical activities, yet no more than two days per week. Activity frequency and consistency varies by school. Opportunities currently offered are sporadic and far less extensive than those provided through 12 to 16 extended hours per week of year-round 21st CCLC programming. It was noted that resources continue to fail to provide opportunities in the areas of accelerated instruction, technology, fine arts, leadership, conflict resolution, family training/education, and college and career awareness/readiness. Key elements that surfaced for all schools include:

- **Academic Assistance:** critical thinking skills, academic intervention, student engagement, computer and technology literacy, robotics, accelerated instruction in mathematics and science, additional focus on science, social studies, writing, homework check/completion;
- **Enrichment:** coding, computer gaming and technology, fine arts, intramurals, cultural awareness, and leadership training;
- **Family and Parental Support Services:** technology literacy, GED, ESL, college awareness, and environmental awareness
- **College and Workforce Readiness:** career curriculum, college preparation, college visits, critical thinking, time management, PBL, and college readiness.

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When Superintendent Dr. Jose Espinoza arrived just over three years ago, SISD lagged behind the State of Texas in nine out of 17 State of Texas Assessments of Academic Readiness (STAAR) indicators given to children in third through eighth grade. During the last two years, SISD surpassed the State in *all* 17 indicators, this past year exceeding the State by an even larger margin than the previous year. This was the first time in the last 20-years (as far back as records could be tracked) that SISD has accomplished this feat. Our best practices include One way SISD has used best practices to reach this accomplishment is through the design of our unique WIN Academy. WIN Academy encompasses a non-traditional instructional environment for students and their parents. The students are engaged in a blended learning approach that incorporates project based learning, a career pathway curriculum that is focused on the endorsements for House Bill 5, and parental support and engagement. Because the WIN Academy is only in ten of our schools, we envision that our 21st CCLC will bring these experiences and many more to a much larger population of students.

WIN Academy closely aligns with 21st CCLC goals and objectives and substantiates our continued success at achieving our nation's Every Student Succeeds goal. With 21st CCLC, we will utilize the evidence-based practices in the Texas ACE Blueprint, along with technical assistance provided by the Ingenuity Center (IC) at the University of Texas at Tyler. The IC, a 21st CCLC Cycle 7 and Cycle 8 grantee, was awarded the Golden ACE award in its first year of Cycle 7, one of only five awardees in the entire state. Our evaluator, who will be subcontracted through IC, also has experience in evaluating 21st CCLC grants and will guide our formative evaluation to ensure that all out of school activities provided complement and enhance our students' academic performance, postsecondary and career success.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district currently uses volunteers for a variety of activities. Parents, soldiers from our Army base, advisory board members, higher education faculty members, and university students all volunteer in our schools in their area(s) of expertise and interest. In addition to these volunteers, we would like to recruit retired school district employees who might be interested in working a few hours per week. We can build capacity and systems through our Parent Liaisons, our Partners in Education, CIS (at those schools that have CIS), and volunteer coordinators. We will use our existing protocols for background checks, fingerprinting, orientation, and training.

One of the easiest ways to encourage qualified volunteers is through parents and families of our students. We have found that family members will recruit highly capable co-workers and business partners that support our efforts and are anxious to collaborate with our schools to develop students that are college and career ready when they graduate from high school. We are now also beginning to address the use of retired school district employees in a volunteer basis. Many retired employees are more than willing to volunteer on a part-time basis and bring a wealth of knowledge and experience. Additionally, these older individuals might enjoy the technology training and PBL and blended learning PD they will receive for providing their time and energy to a successful community learning center. Volunteers can become a long-term sustainability solution.

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County-district number or vendor ID: 071909

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

[X] Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

SISD will develop a plan for sustainability that leverages funding from multiple sources. These sources will include our existing school budget (general funds, state compensatory funds, and Title funds), business and community support funding, and additional grant funding. Our Socorro Independent School District Board of Trustees has unanimously signed a Letter of Support and has been made aware of its importance at Policy Committee and Finance Committee meetings. Responses from board members were extremely positive, stating that Community Learning Centers are necessary and important to the work that we do. We will ask for our school board to actively participate in seeking ways to allocate our existing school district budget to the continuation of the Texas ACE Centers. We believe that these Centers will become an integral part of the schools and critical to continued school success.

In order to gain additional funding, we intend to promote the successes of the Centers. We will use social media, the press (radio, TV, and newspaper), and state and national conferences to deliver our message of the importance of 21st Century Community Learning Centers. We believe that the community and businesses will be more than willing to contribute to their continuation. We will also work with philanthropic organizations, such as the El Paso Community Foundation and the Junior League of El Paso, who have a focus area of education as their mission. Additionally, we recognize that the level of funding provided by the grant is significant, and continuation of the same level of service will require funding from a variety of sources. We hope to avoid a pay-for-service model, so we intend to develop an on-going assessment of costs by activity. Those activities that are the least cost effective would then be transitioned to others who might be able to provide those services more cost effectively or transformed into a more cost-effective method of implementation. For example, we will be purchasing licenses for software applications that are student based or site based. In time, these costs should decrease, just as prescription drugs do as generics become available. We fully intend to ask our vendors to become Partners In Education with us. Finally, we believe that volunteers can become an integral part of our sustainability plan.

Year 1: Identify components of afterschool grant that can be reasonably transitioned. Publicize grant award and Center locations and activities. Solicit in-kind donations (volunteers, materials, educational supports from higher education).

Year 2: Identify major stakeholder, community and industry that will support program. Publicize Year 1 successes.

Year 3: Collaborate with other grantees on novel successful sustainability methods. Work with SISD Board of Trustees and Community Advisory Councils to identify potential donors.

Year 4: Identify successful components. Begin meeting with new funders and write grant applications that will assist in ongoing Center support.

Year 5: Budget for future years in regular operating budget. Continue seeking new funding. Recruit volunteers. Recruit new Partners in Education. Request vendor support for sustainability. Seek SISD Board of Trustees input.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SISD has School Improvement Teams (SIT) at each campus that meet monthly during the school year to analyze data, review information, discuss needs, implement change, and recommend ideas for the school year. Data analyzed includes previous year's program evaluations, survey results, the Campus Improvement Plan (CIP) Formative Assessment, CIP Summative Assessment, Olweus anti-bullying survey, attendance (students and staff), PSAT, campus climate survey, STAAR prediction data, and STAAR data. SIT is an ideal committee to also review 21st CCLC programming and promote program awareness, with an eye toward sustainability. The site-based decision-making team is comprised of school administrators, elected teachers, parents, and district representatives. We will propose that the Family Engagement Specialist and Site Coordinator, hired through grant funds, become members of the SIT.

SISD has existing partnerships with the University of Texas El Paso, New Mexico State University, El Paso Community College, state and national educational organizations, the El Paso Chamber of Commerce, non-profit organizations, health organizations and hospitals, community groups, and business and economic development groups, to name a few. Our high schools have advisory boards (with committee members including many of the people from the above partnerships) for our T-STEM Academy, our Early College High School, Libertas Academy, and our IB, health and computer science magnet high schools. Each of these advisory boards offers oversight in program design, program awareness, and program evaluation.

At the district level, we have committees that meet monthly for Policy, Finance, Operations, Curriculum and Instruction, and Human Resources. SISD Board of Trustee members sit on each of these committees. At these meetings, we can seek continuous feedback regarding these specific areas of 21st CCLC and focus on the program longterm sustainability.

A grants update is presented every month at school board meetings. This, along with the Fall Community Meetings held at each feeder high school, are excellent sources to garner involvement from community stakeholders. Student honors are given monthly at the board meetings, filling the board room with families and friends.

Developing stakeholder feedback groups at each 21st CCLC location will permit each school to address individual site needs and accomplishments for extended day programming activities. We will leverage the existing SIT Committees and advisory boards to ensure that the services provided are well received by the community. The Family Engagement Specialist that will be hired through grant funds will work with our existing entities to help facilitate the inclusion of 21st CCLC into the existing meetings. In addition, the Project Director, along with the Site Coordinators and campus administrations, will develop a marketing plan to ensure that the community remains well informed of the progress of each 21st CCLC. Each Center will have space dedicated on the school website for the dissemination of information to the community.

Site Coordinators will be responsible for the development and update of the 21st CCLC website that details their activities. In order to reach members of the community without internet access, pertinent information will be disseminated in printed form in both English and Spanish, and parent surveys will be conducted each semester. District personnel will regularly disseminate information to the larger community through our El Paso media. These communication streams will be intended to develop community buy-in and opportunities for sustainability following the end of grant funding.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director is a full time (40 hours per week) position requiring experience in grant management, after school programming activities, student and family recruitment, and project based learning and blended learning activities. This person will be hired upon notice of award to begin meeting with the 10 selected 21st CCLC principals and teachers. The Project Director will be instrumental in all phases of the grant including staffing, contracting, partnering, training, ordering materials and supplies, financial oversight, and submitting required project reports. The Project Director will work closely with the Site Coordinators, Family Engagement Specialist, and Data Clerk to make sure that activities are scheduled and publicized, students are enrolled, and teachers, tutors, and contractors are available to meet Center demands. The Project Director will visit each site at least monthly to perform observations and discuss with the Site Coordinator and/or school administrators about concerns, ideas and opportunities. The Project Director, Family Engagement Specialist and Site Coordinators will meet weekly to discuss enrollment, performance goals, current issues, and upcoming activities. An agenda will be provided by the Director to guide the meeting. Minutes will be taken and disseminated each week. Enrollment and attendance updates will be provided to Site Coordinators to ensure goals are met.

The Project Director will confer with the Ingenuity Center (IC) at UT Tyler after a contract/MOU has been signed. This person will also verify that the evaluator has been subcontracted and meet with the evaluator to develop a centralized evaluation plan for all 10 Centers. The Project Director will also review data from Tx21st system on a weekly basis, and confer with the Site Coordinators at weekly grant implementation meetings that are to be held on Fridays. During these meetings, attendance, student grades, discipline and parental involvement, as well as survey data are the main topics of discussion. Survey data is collected regularly from stakeholders and this data is used to formulate needed changes in programming, which are detailed in the weekly minutes of the meeting. Additionally, campus discipline is documented in a secure project discipline log, and student data for reporting is maintained in a separate database. Furthermore, the Project Director must work with the Data Clerk and the PEIMS Coordinator to retrieve student data.

The Family Engagement Specialist is a full time (40 hours per week), preferably a bilingual position requiring experience working with families. This person will work closely with the Parent WIN Academy Specialist and the Community Education Department to engage families of ACE students. The Family Engagement Specialist will ensure that Community Education department contracts with teachers to provide GED, ESL, technology literacy and other parent support classes at each site. He/she will also work closely with the 10 principals, the Site Coordinators, and the SIT committee (described in the previous section) to communicate to families all activities provided through 21st CCLC funding.

The Site Coordinators are full time (40 hours per week), preferably bilingual positions requiring experience leading projects, demonstrating computer skills, collecting data, and preparing reports. Site Coordinators will be responsible for monitoring and updating the 21st CCLC web page on the school website, collaborating with the principal, teachers, counselors, coaches, SIT Committee, parent liaison and CIS, if one exists at that campus, on needs and resources at each campus. The Site Coordinators will be responsible for enrolling students and parents in program activities, ensuring that adequate staffing exists on a daily basis at their Center, that a monthly schedule is posted, and all data is entered into TX21st.

The Project Director and Site Coordinators will monitor staff development. The Ingenuity Center at UT Tyler will provide technical assistance for project implementation and PD, provide guidance to the ACE team, and sub-contract evaluation services. They will also recommend evidence-based research strategies. During the first year of operation, the IC will advise the 21st CCLC in all matters to ensure goals and objectives are met. The Data Entry Clerk is a part time (19 hours per week) position who will assist the ACE Project Team with all required TX21st data collection and purchase requisitions. An SISD staff accountant will work with the ACE Project Team to ensure financial integrity and all fiscal guidelines are adhered to for all expenditures. The Director of State & Federal Programs will also monitor grant compliance.

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Col John O. Ensor Middle		
9 digit campus ID#	071909046	Distance to Fiscal Agent (Miles)	4.4 miles
Grade Levels to be served (PK-12)	Grades 6-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Salvador H. Sanchez Middle		
9 digit campus ID#	071909042	Distance to Fiscal Agent (Miles)	6.3 miles
Grade Levels to be served (PK-12)	Grades 6-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: William D. Slider Middle		
9 digit campus ID#	071909043	Distance to Fiscal Agent (Miles)	6.1 miles
Grade Levels to be served (PK-12)	Grades 6-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			100
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Montwood Middle		
9 digit campus ID#	071909045	Distance to Fiscal Agent (Miles)	7.3 miles
Grade Levels to be served (PK-12)	Grades 6-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			100
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: Ssg. Manuel R. Puentes Middle		
9 digit campus ID#	071909049	Distance to Fiscal Agent (Miles)	8.5 miles
Grade Levels to be served (PK-12)	Grades 6-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name: H. D. Hilley Elementary		
9 digit campus ID#	071909102	Distance to Fiscal Agent (Miles)	5.1 miles
Grade Levels to be served (PK-12)	Grades PK-5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: Spec. Rafael Hernando III Middle		
9 digit campus ID#	071909048	Distance to Fiscal Agent (Miles)	8.8 miles
Grade Levels to be served (PK-12)	Grades 6-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name: Sgt. Roberto Ituarte Elementary		
9 digit campus ID#	071909127	Distance to Fiscal Agent (Miles)	8.0 miles
Grade Levels to be served (PK-12)	Grades KG-5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 9	Center Name: Horizon Heights Elementary		
9 digit campus ID#	071909105	Distance to Fiscal Agent (Miles)	4.4 miles
Grade Levels to be served (PK-12)	Grades PK-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			100
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name: Elfida Chavez Elementary		
9 digit campus ID#	071909115	Distance to Fiscal Agent (Miles)	7.1 miles
Grade Levels to be served (PK-12)	Grades KG-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			100
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will coordinate with our district's State and Federal Programs and Research and Evaluation departments in the identification and recruitment of students for after school activities to ensure that we supplement, not supplant, existing programs under ESEA Section 1114 and Texas Education Code 29.081. Our campus Parent Liaisons and CIS can also aid us in this effort at their campus. Overwhelmingly, we heard during the needs assessment with our selected Texas ACE principals that most students in the elementary and 6th grade have little to do after school hours. We also know that many struggling 7th and 8th grade athletes do well in-season, when coaches are watching and "No Pass No Play" is in effect. As soon as the sport ends, the students' grades and attendance begin to slip. We will work with coaches to recruit all out-of-season sport athletes and offer after practice academic supports during the season so that students will be able to compete on and off the field.

Next, we will confer with the Ingenuity Center at UT Tyler, who has experience with helping schools recruit and retain students for after school programming. The IC will work with us to develop a multi-faceted approach to recruitment and retention monitoring. Regular student interest surveys will be conducted so that high interest, high student engagement activities can be developed. We agree with IC that successful recruitment and retention depends heavily on activity programming. Activities must be simultaneously of interest to students and parents and meet students' academic needs. In addition, we recognize that the students who need the most help are often the students who are overlooked. Because of this, we identify and design activities that appeal to the particular interests of those students most in need. Some examples include: coding, robotics, computer gaming, and clubs (book, chess, etc.). We will also discuss with IC the creation of thematic units that are culturally relevant, such as border security, hydroponic gardening, and border health issues. We believe that applied knowledge will be retained and synthesized, resulting in long term academic achievement.

All activities will be designed to improve academic performance and increase 21st century skills. Moreover, all activities will be the direct result of focus groups with students identified as high need. Our Chief Academic Officer, Assistant Superintendent of Secondary, and a selected potential 21st CCLC campus principal have all had 21st CCLC grants in other districts and know that recruiting and retaining students is not an issue when surveys, focus groups, and in-depth needs assessments have been completed, resulting in appealing activities. We will encourage all students to attend - believing that activities make a difference in the lives of **all** students.

We will compare student interests as identified through focus groups to in-school course offerings. The goal is to provide opportunities for activities not available to students through the regular school curriculum. Furthermore, because some students are required to receive accelerated or remedial instruction in order to address academic deficiencies, these students are constrained by scheduling and therefore unable to participate in unique and engaging in-school units of study. By providing these activities after school, these students have the opportunity to build a self confidence, self esteem and a positive school perception.

In order to recruit and retain family members, we will use similar strategies as for students, with the additional focus on reaching parents in a language they are comfortable using. In El Paso, this is frequently Spanish. The Family Engagement Specialist, the district's all call telephone communication system, websites, mail and e-mail distributions and local media will ensure that parents are informed about activity offerings. Additionally, the Centers will host opportunities for students to perform, compete, or exhibit their work. These events can be utilized by site personnel to provide informational literature to parents.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each of the ten proposed Texas ACE Centers will offer the same required number of weeks and hours per week for planned programming. Monday through Thursday we will offer 1st – 8th grade programming from 3:15 p.m. until 5:45 p.m. Friday programming will begin at the same time, but end at 5:15 p.m. Our pre-kindergarten and kindergarten students are dismissed at 2:30 p.m. An extra 45 minutes of programming will be offered for this group of students five days a week. We will hold field trips, college excursions, and special activities that require more than this allotted time two Saturdays a month. The minimum number of hours per week will be 12, with 3 hours 45 minutes additional for elementary schools with PK/KG students and additional hours twice a month when we hold Saturday activities. On one Wednesday a month when students have a noon early release, we will open early, provide lunch, and then begin programming activities.

SISD is a year round school district. School will begin August 1, 2016 and end June 2, 2017. The district closes for the first week of July. Staff development occurs the last full week of July, 2017, with the 2017-2018 year beginning July 31, 2017. This poses a problem when scheduling six weeks of summer programming, as the school calendar only leaves six weeks and usually at least one of those weeks the schools are closed for maintenance. We also have two week intersession in the fall and spring (October 3 – 14, 2016, March 13 – 24, 2017) and winter (December 19 2016 – January 2, 2017). We would like to propose that we hold 4 weeks of summer programming during the month of June, with one week each during the fall and spring intersessions. Summer programming would be at least 4 hours per day Monday through Thursday, with the same schedule followed during the two intersessions (one week each intersession). This will also allow us to coordinate our transportation with other tutoring occurring during this same week. We will hold a minimum of 35 total weeks of programming.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Standard school operating procedures will be followed during after school hours. Parents are required to sign their children out if they leave during programming. All students sign in at the beginning of every activity, and students must sign out when they check out of programming early. Hallways are monitored by security cameras/videos.

In the event that students attend an educational field trip (college and career excursion) standard school field trip procedures are used. All students are required to provide a parent permission slip. Student attendance is taken throughout the field trip to ensure all students stay together.

All campuses have two-way radios and procedures in place to ensure that communication is available and students know what to do in the case of an emergency. Each school schedules regular drills to include, fire, shelter in place, and lock down.

We have budgeted two hours of daily overtime pay for security officers, so that security personnel will always be available to assist when children are present. We will also provide bus transportation home, so that children will not be walking alone in the dark. We do, however, expect most parents will pick up their children.

Finally, either a campus principal or assistant principal will be onsite to oversee any unusual situation that might occur. Classroom teachers, coaches, librarians, and counselors who work at the school during the day and are familiar with district safety procedures will be used for after school activities, thus able to handle the majority of the situations that might occur.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SISD's 21st CCLC activities are designed to ensure improvement of academic achievement by educating the whole child, focusing on providing all generally agreed upon critical areas of the 21st century skills framework:

- collaboration and teamwork,
- creativity and imagination,
- critical thinking, and
- problem solving.

During our out of school programming, we will implement project based learning that will achieve accelerated learning in reading and writing, math and science, and social studies. Furthermore, we will provide activities building on President Obama's Call To Action to Expand Computer Science Education in K-12 Schools. Coding and Robotics activities, among others that will be implemented, will require student engagement, will build connections to the students' regular school day curriculum, will build confidence, and will help to build those 21st century skills necessary to be academically and socially acceptable.

Blended learning will enable instruction to be tailored for our individual students' educational needs. Our 21st CCLCs will provide activities for all students, as we believe that all students need opportunities to develop and reach their full potential and our 21st CCLCs will provide additional enrichment opportunities not afforded in the regular classroom environment. Activities falling under the heading of academic assistance will be designed to target areas of need for students and will be based on student achievement data and the projections of upcoming STAAR tests. In addition to student academic performance data, each Center will use the district's student information systems to collect attendance and discipline data. These data will be communicated to teachers and activity designers to ensure that student needs are met in these areas as well.

Adapting instruction to individual and/or small-group instruction is a best practice. SISD has been providing professional development for teachers in project based learning and blended learning for the past several years. These resources can be leveraged and extended for each Center. Using our existing teachers in our out of school programming will provide alignment between the regular school day, an understanding of the individual needs of the students, and academic enrichment activities that will provide our teachers an opportunity to apply their PBL/blended learning professional development knowledge on a daily basis outside the demands of normal daily classroom instruction.

We will employ evidence-based practices when designing our activities using activities from all four categories of the Texas ACE Blueprint Four-Component Activity Guide. We will contract with local non-profit organizations who provide service offerings which have been rigorously evaluated and can provide evidence of external research studies that validate the effectiveness of their programs. We will use key strategies, such as mentoring, hands-on learning, team building, and social skills development, to name a few, that promote student achievement and success, and create the intrinsic motivation to sustain continual student participation.

Finally, we will utilize the same philosophy of well evaluated, evidence-based services and activities for our Family and Parental Support Services. Family support activities will increase the participation of parents in their students' educational experiences by overcoming any prior negative feelings from their own education that might be carrying over to their children. By implementing well-designed student and family activities, we think we can close the gap and improve overall outcomes for all of our students and families at our 10 Texas ACE Centers.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

High quality research and evidence-based interventions for students in the Texas ACE program will be created in order to achieve accelerated learning and improved social skills for students at risk of academic failure. These interventions will closely align with the Closing Performance Gaps (TEA 2016 Accountability Index 3) and will address our large population of economically disadvantaged students (over 72 percent).

While a maximum student/instructional ratio of 22:1 is required, instruction will be based on the particular activity and its demand. With many educational software packages, the student assessment indicating concept mastery and progression is built into the package. Those students working on a computer might require minimal oversight, while a team project might require much more.

With our Robotics Clubs/Teams, students will learn programming skills and the use of laptop/tablet hardware while building EV3s and VEX Robots. Students will also be engaging in LEGO, Project Lead The Way (PLTW) engineering design and VEX websites to download programs, read instructions and view videos. Younger students (1st-3rd) will also use the LEGO We-Do Kits with the LEGO Software and laptop/tablet to program their robots. Before students engage with their robots, teachers will have students work on a pre-assessment of their technology skills/knowledge and then a post assessment of their technology skills/knowledge.

We will also include an Hour of Code activity where students and educators alike will spend time engaging in coding and opening the doors to a new curiosity. 21st CCLCs will also create coding clubs, for example All Girls Coding Club. Digital Learning activities will prepare our student with the 21st century knowledge and skills that will be required for successful future college and workforce readiness.

We will tie in Family and Parental Support Services with College and Workforce Readiness, according to the identified needs that surfaced during our Needs Assessment. By providing these activities, we will be able to emphasize and prepare elementary and middle school students and their parents for the rigors of high school, and the importance of earning a high school diploma that provides students with the foundation necessary for success in college and the workforce (TEA 2016 Accountability Index 4).

Student Achievement and Student Progress (TEA 2016 Accountability Index 1 and 2) will align with all activities falling within the Texas ACE Four-Component Activity Guide categories and will allow us to continuously monitor student performance, adding new 21st CCLC activities adapted to identified individual student and parent needs. Data from multiple sources will be utilized by the 21st CCLC Team to guide programming decisions. Campus level data (STAAR scores, Discipline Reports, Attendance Reports, Promotion Reports) and student level deficiency data will be considered on why students aren't mastering certain skills.

Center personnel will also regularly conduct student and parental interest surveys, focus groups, and interviews. The 21st CCLC will provide activities that balance student needs with student wants. Our district has experience embedding social and leadership training into activities designed around student interests, and this model will be replicated at each Texas ACE at Socorro Independent School District. With 21st CCLC, we will align a well-rounded academic assistance, enrichment, parental support, and college and workforce readiness program with state requirements to ensure our students are prepared for the 21st century.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Family Engagement Specialist is to provide the families of Texas ACE students with research-based strategies at each community center. This programming will need to be offered in English and Spanish and should be based on our community needs assessment. Program offerings should be offered at times that working families can attend. The Family Engagement Specialist will collaborate with all 10 centers' principals, parent liaisons, CIS (at those campuses with CIS), Site Coordinators, and the Project Director in deciding timing and offerings by center. The Family Engagement Specialist will also work closely with the WIN Parent Academy specialist to garner new ideas that have been successfully implemented at the WIN campuses.

Additionally, the Family Engagement Specialist will work closely with the Ingenuity Center at UT Tyler for guidance during initial implementation. This person will coordinate with SISD's Community Education department to contract adult literacy, GED, ESL, technology, and parenting classes, and will work with the centers to publicize and recruit parents for these classes/activities. Successful strategies used by the WIN Parent Academy and the Ingenuity Center will be presented at weekly meetings with the 21st CCLC Project Team.

The Family Engagement Specialist will attend the Texas ACE conference and trainings, and will be an active participant in the Community Advisory Council that will recommend new strategies to engage families and to promote long term sustainability of proven strategies implemented at each of our Texas ACE centers.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weekly team meetings will be held for the Texas ACE project team, consisting of the Project Director, Family Engagement Specialist, and all Site Coordinators. The project team will also include the Ingenuity Center (IC) via conference call for technical assistance. The IC's history of developing a number of innovative family engagement strategies that have proven to recruit significant numbers of family members will help us ensure that we reach at least our targeted number of 50 parents per center. We would like this number to be far higher, and with their mentorship we hope that we, too, can learn new strategies to recruit and retain parents in our classes.

The Family Engagement Specialist will identify parents, in collaboration with parent liaisons at each campus, to serve as parent volunteers. These individuals will reach out to other parents and help the 21st CCLC project team to understand the needs of the parents from each community. As a member of the School Improvement Teams (SIT) and the Community Advisory Council, access to these parents should facilitate increased interactions for new program implementation. Based on this data, we will design activities that meet the needs of our diverse parents groups.

The Family Engagement Specialist will be a fluent speaker and writer of Spanish. The bulk of the disseminated information will be available in both English and Spanish. These materials will detail elements of the Center such as: location, hours of operation, available activities, contact information and information on how community members and parents can participate as stakeholders and participants. The IC will disseminate this information through a variety of channels, including printed materials, electronic materials (websites, email distribution lists) and the local media. The Family Engagement Specialist will also host meetings at the school and at local community organization locations to help disseminate information and garner support and participation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Many educational researchers state findings that parents of students who are struggling in school also frequently had unsuccessful school experiences. Many retain these negative feelings. They, in turn, pass on this negativity to their children. Our family engagement activities are intended to dispel these negative feelings, empowering the parent to become a supportive partner in education. By hosting positive classes at the school, we hope to mitigate the effects of poor past experiences and replace them with understanding and encouragement in their children's education. Our family engagement activities will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, computer literacy, and college awareness.

In order to achieve students' and families' active participation in learning, the Centers will continue to develop innovative instructional practices such as project-based learning, technology integration and multi-media classes. The Centers will continue to use data-driven decision making to ensure that activities are tailored to the needs of the students and family participants. The Centers will continue to provide adult advocacy programs to improve the sense of a college-going culture.

College and Career curriculum will be designed to provide exposure that will improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. We will provide students with access to college and career curriculum and excursions, as well as expose students to a college-going culture. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. This includes college and career awareness, homework assistance, and literacy. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 071909			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071909

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 071909

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 071909

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 071909

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071909

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 071909

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 2

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 071909

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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